

Relationships and Sex Education Policy

TUDOR PRIMARY SCHOOL

Spring 2021

Authored by: Jenny Bail

To be reviewed Spring 2023

Introduction

This policy sets out Tudor Primary's approach to the content and organisation of Relationships, Health and Sex Education in accordance with the Department of Education's 2019 statutory guidance. The school is committed to the provision of RSE to all of its pupils in line with the Equality Act 2010 and our own equality policy (please see school website for more details). Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. The policy was produced in consultation with the Herts for Learning Lead Wellbeing Adviser, the governors, staff and parents of Tudor Primary and will be reviewed on a bi-annual basis, or sooner depending on changes to statutory information and guidance.

Other related policies and documents include the Equality Scheme, How we teach PSHE and Relationships Education at Tudor, Anti-Bullying Policy, and Child Protection Policy.

Definition of Relationships and Health Education.

Relationships and Health education is about the emotional, social and cultural development of pupils, and involves learning about the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. It is about staying safe, respect, healthy lifestyles, diversity and personal identity. Relationships Education involves a combination of sharing information, and exploring issues and values.

What will be taught?

Tudor Primary's curriculum is driven by a clear thematic map (see separate guidance). The vast majority of the curriculum is linked to the themes that are taught on a 2-year cycle. However, the coverage of this area of children's learning is taught separately to the Tudor thematic curriculum map. See appendix 2 for when different aspects of learning (such as 'me and my relationships' and 'Being my best') are taught.

Children at Tudor will learn about what a relationship is, what friendship is, what family means and who the people are who can support them. Our pupils will learn how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. They will also learn about appropriate and inappropriate contact and how to report concerns and seek advice when they are concerned or worried about something.

As part of Tudor Primary's Relationships curriculum, children will learn about online safety. This will include learning about how some individuals behave differently online and how the same principles apply to online relationships as to face-to-face relationships. They will be taught about how to recognise risks, harmful content and contact, and how to report them.

Tudor Primary's Relationships and Health Education curriculum also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing. They will be supported to recognise and talk about their emotions. In addition, the children at Tudor will learn about how physical activity and a healthy diet have a positive impact on physical and mental health. They will explore the risks associated with an inactive lifestyle, unhealthy diet and learn the facts about harmful substances.

Furthermore, at the end of year 5 pupils will receive stand-alone lessons on the physical and emotional changes to the human body during puberty. These lessons will include key facts about the menstrual cycle.

Please see Appendix 1 for further details of what will be taught.

How is RSE and Health Education taught at Tudor Primary?

Relationships and Health Education is now statutory to be taught in Primary Schools and this part of the curriculum is taught as part of our broader curriculum, encompasses our values based education, stand-alone PSHE sessions, workshops provided by outside agencies and enrichment days.

Sex Education at Tudor Primary

At Tudor Primary we believe that it is important for both boys and girls to be prepared for the changes that adolescence brings and to be physically and emotionally prepared and ready for the transition to secondary school. We therefore have a sex education programme which is tailored to the age and the physical and emotional maturity of our pupils.

In Year 2 the children learn the correct names of male and female genitalia. In Year 6 children identify the links between love, committed relationships and conception. They learn about human reproduction and how this may be one part of an intimate relationship between consenting adults.

These lessons will be delivered by a familiar member of Tudor Primary staff. Parents/carers of Year 6 pupils will be informed of when these areas of learning are planned to be delivered to the children. Parents will be invited to view the specific content and resources in advance of the learning.

All content around changes in adolescence, menstruation and sex education will be delivered sensitively and take into account the needs of all pupils, including those with SEND. The content and approach of the lesson will be differentiated appropriately. Tudor Primary understands the requirements and expectations of the statutory guidance in relation to subject content.

Parents' right to withdraw

Parents/carers do not have the right to withdraw their child(ren) from Relationships Education. However, parents/carers do have a legal right to withdraw their child(ren) from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas. Requests for withdrawal should be put in writing and addressed to the headteacher.

Monitoring of RSE

The delivery of RSE is monitored by the PSHE subject coordinator and SLT. Pupils' development in RSE is monitored by class teachers. Planned coverage is highlighted on the termly overviews within each year group and this highlights when the content is delivered. As well as coverage, teachers also complete lesson feedback sheets (as part of agreed whole school policy) that shares more individualised formative assessment information.

This policy will be reviewed by Jenny Bail (PSHE/Relationships and Education subject leader) bi-annually. At each review point, the policy will be approved by the governing board.

If you have any questions concerning RSE, this policy or the provision provided please make an appointment to see Miss Bail (PSHE/RSE Subject Leader) or Mr Weightman (Headteacher) at the school.

Appendix 1

Tudor Primary is committed to the teaching of relationships education and follows the DfE guidance to ensure that the following topics will be covered by the end of Primary School Education at Tudor Primary.

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| Families and People who care for me | <p>Pupils should know</p> <ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability.• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help and advice from others if needed |
| Caring Friendships | <p>Pupils should know</p> <ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends.• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. |
| Respectful Relationships | <p>Pupils should know</p> <ul style="list-style-type: none">• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. |

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| | <ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships |
| Online Relationships | <p>Pupils should know</p> <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online. |
| Being Safe | <p>Pupils should know</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources. |

Another key requirement of the DfE guidance for Relationships and Health education is for there to be on improving mental health and thus 'The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.' Once more Tudor Primary is committed to ensuring that these areas of the Relationships and Health curriculum are taught to all children by the end of their Primary Education.

By the end of Primary School:

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| <p>Mental Well Being</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| <p>Internet Safety and harms</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. |

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| | <ul style="list-style-type: none"> • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online |
| Physical Health and Fitness | <p>Pupils should know</p> <ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health |
| Healthy Eating | <p>Pupils should know</p> <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs, alcohol and Tobacco | <p>Pupils should know</p> <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking |
| Health and Prevention | <p>Pupils should know</p> <ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. |

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| | <ul style="list-style-type: none"> • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination. |
| Basic First Aid | <p>Pupils should know</p> <ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| Changing adolescent body | <p>Pupils should know</p> <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle. |

Appendix 2

The following table is the curriculum map for PSHE, Relationships and Health Education at Tudor Primary:

Long Term Plan

| Year/Half-termly unit titles | Autumn 1 Me and my Relationships | Autumn 2 Valuing Difference | Spring 1 Rights and Responsibilities | Spring 2 Keeping Myself Safe | Summer 1 Being my Best | Summer 2 Growing and Changing |
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| EYFS | What makes me special People close to me Getting help | Similarities and difference Celebrating difference Showing kindness | Looking after things: friends, environment, money | Keeping my body safe Safe secrets and touches People who help to keep us safe | Keeping by body healthy – food, exercise, sleep Growth Mindset | Cycles Life stages |
| Y1 | Feelings Getting help Classroom rules Special people Being a good friend | Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help | Taking care of things: Myself My money My environment | How our feelings can keep us safe – including online safety Safe and unsafe touches (PANTS) Medicine Safety Sleep | Growth Mindset Healthy eating Hygiene and health Cooperation | Getting help Becoming independent My body parts Taking care of self and others |
| Y2 | Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation | Being kind and helping others Celebrating difference People who help us Listening Skills | Cooperation Self-regulation Online safety Looking after money – saving and spending | Safe and unsafe secrets Appropriate touch (PANTS) Medicine safety | Growth Mindset Looking after my body Hygiene and health Exercise and sleep | Life cycles Dealing with loss Being supportive Growing and changing Private areas of the body (PANTS) |
| Y3 | Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss | Recognising and respecting diversity Being respectful and tolerant My community | Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money | Managing risk Decision-making skills Understanding the norms of drug use (cigarette and alcohol use) Staying safe online | Keeping myself healthy and well Celebrating and developing my skills Developing empathy | Relationships Keeping safe (PANTS) Safe and unsafe secrets |
| Y4 | Healthy relationships Listening to feelings Bullying Assertive skills | Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes | Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money | Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety | Having choices and making decisions about my health Taking care of my environment My skills and interests | Dealing with change Managing difficult feelings Different types of relationships |
| Y5 | Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs | Recognising and celebrating difference, including religions and cultural Influence and pressure of social media | Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending | Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills | Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community Understanding of drug use | Managing difficult feelings Managing change How my feelings help keeping safe Getting help Puberty |

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| | | | | | (cigarette and alcohol use) | |
| Y6 | Assertiveness Cooperation Safe/unsafe touches Positive relationships | Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping | Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy | Understanding emotional needs Staying safe online Drugs: norms and risks (including the law) | Aspirations and goal setting Managing risk Looking after my mental health | Coping with changes Keeping safe Puberty Body Image Sex education Self-esteem |